

**Updated Responses to Questions from 2014 Superintendents' Summit**

Category/Topic	Question	Answers
Complaint Processes/OEA	Anonymous phone calls to the state auditor's office and OEA cause major issues for superintendents. Why can't these state agencies use the KSBA complaint procedures to be dealt with within the district?	The Auditor of Public Accounts is an elected Kentucky Constitutional officer of the executive branch of state government and as a result has specific statutory duties that are required to be conducted. One of those duties is investigation of allegations regarding the use of state resources by all state entities, including school districts. The Office of Education Accountability (OEA) is a statutorily created entity within the legislative branch of state government. OEA has specific statutory duties that require independent investigations of allegations relating to school districts. Because both the auditor and the OEA are separate legal entities with their own statutory responsibilities, the conducting of their investigations, including the use of anonymous allegations, is left to the sole discretion of the elected Auditor and to the OEA executive director/Legislative Research Commission, respectively. The Commissioner and KDE staff communicate regularly with both the Auditor and the OEA to make sure each entity understands the concerns of local districts.
Attendance	Can you count a student present if they attend a college-ready boot camp? On a Saturday? If they missed a day during the school year to take away the absence?	KDE does not have an attendance model that would permit the tracking of a child's attendance outside of the schedule structure in place at a school; however, under Kentucky Board of Education (KBE) regulation, 704 KAR 3:305, there are "performance" based course options available where attendance credit is not based on seat time. A district may wish to explore those options outside of the standard attendance model. Please contact Garnetta Barnette in the KDE Division of District Support at <a href="mailto:Garnetta.Barnette@education.ky.gov">Garnetta.Barnette@education.ky.gov</a> if you need specific assistance.
Facilities	Hearing lots of concerns about slow turnaround on documents out of facilities management.	The Facilities Branch has had some vacancies but is now fully staffed as of September 1 and is working to address concerns.
Facilities	Very slow turnaround in facilities department; rules continue to change. Paperwork gets lost.	The Facilities Branch has had some vacancies but is now is fully staffed as of September 1 and working to address concerns.
Redbook	There are more restrictions and rules on fundraising and use of funds to the point of greatly reducing options for both large and small schools to generate funds for after school programs, student activities, athletics, classroom projects requiring extra supplies, etc. PTOs either have to be restricted through Redbook rules from funding items they typically raise funds for or spend a great deal of money to be a separate organization needing insurance and their own auditor. There should be a better balance. Rules are creating backlash from employees and parents that do not want to risk being part of fundraising.	Based on feedback heard at the Superintendents' Summit, KDE is in the process of gathering additional feedback on Redbook, including specifically identifying both concerns and recommendations for improvement as we move forward with the next revision of the Redbook regulation.

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Redbook	Redbook regulations are over the top and will damage volunteerism among booster groups.	Based on feedback heard at the Superintendents' Summit, KDE is in the process of gathering additional feedback on Redbook, including specifically identifying both concerns and recommendations for improvement as we move forward with the next revision of the Redbook regulation.
Supt. Salaries/Financial Report Card	<p>1. If you are going to leave superintendents' salaries in the finance tab, please rank salaries (same as average teacher salaries are ranked).</p> <p>2. Superintendents are constantly having their salaries published. This practice is not helping in addressing school/community relationships in small/rural communities.</p> <p>3. Finance tab a good idea overall. However, ranking salaries doesn't take into account experience level and local conditions. This can be misused or misrepresented. Less ranking and sorting, simply report.</p> <p>4. I don't mind my salary on the financial report card but do mind it showing I received a 14% raise when I received none.</p> <p>5. Three superintendents have been accused or convicted of malfeasance. Now because of their actions, all superintendents' contracts, salaries, etc. are a primary focus. Salary is now listed on the report card. Teachers can't relate to supt. salaries the same as custodians can't relate to teacher salaries. Explain your thoughts on this and please don't tell us it is transparency. Our salaries were already on the KDE webpage.</p> <p>6. Finance Tab - Superintendents' salaries will be listed and will not be ranked as other salaries listed in the finance tab. These need to be ranked as other salaries or leave the salary out. Under the current plan, this stand-alone superintendent's salary in the finance tab will be very negative for superintendents!</p> <p>7. Superintendents' salaries will be listed and will not be ranked. (similar to previous)</p>	The superintendent salary field has been removed from the Finance Report Card and replaced with a simple weblink to the normal webpage.
Delivery targets	What are the delivery targets and where did they come from? Did they come from an external stakeholder group?	Delivery targets are ASPIRATIONAL goals for schools and districts. They are set to challenge LEAs to excel. They are not part of the accountability model; however, if achieved, accountability will be met. USED provided guidance for the method used to set these goals. The USED gave states three options for setting annual targets. We chose the option to improve our rate by 50% and used the same formula for all of our goals. The way the formula works is to take the baseline (for CCR we started at 34% in 2010) and subtract it from 100% (for CCR that gives us 66). Divide the difference by 2 (66/2 - 33) and add that back to the baseline (34 + 33 = 67). That becomes the five-year goal. Then, to set district and school annual targets, we simply divide the difference by 5 and add the number each year. So, 33/5 = 6.6. 6.6 is then added to the baseline and every year after to set the trajectory (i.e., 34 - 40.6 - 47.2 - 53.8 - 60.4 - 67).

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Accountability	<p>1. Make accountability labels criterion-referenced, not norm-referenced.</p> <p>2. At HS level make CCR and Graduation Rate the big goals; weight higher.</p> <p>3. Revamp system for growth model that compares students to themselves, not others. Make it happen.</p> <p>4. Allow CCR bonus points to accumulate for score above 100. The actual percentage rates are reported as well, which are marked at 100%.</p> <p>5. Move EXPLORE test from the fall.</p> <p>6. No EXPLORE test or test in the fall.</p> <p>7. The sliding scale! Percentile should never change; 100 is 100 no matter how schools perform.</p> <p>8. Growth, PLAN to ACT; bad system; no reason to do well on PLAN.</p> <p>9. AMO: gain 6 pts. 1st year but only 1 pt. 2nd year...penalization?</p> <p>10. 20 pts. Using 5th year. Graduation similar thought to gap group. Students that do not graduate with cohort but return and graduate in 5th year, give partial credit for 5th year grads.</p> <p>11. CCR measure is a double dip in proficiency. Can EXPLORE/PLAN be used as the measure of N/A/P/D? Eliminate part of assessment for accountability.</p> <p>12. The labels should happen consistently and not be tied to KDE's fiscal capacity to support. The status of a school's progress should not be tied to whether or not it receives assistance.</p> <p>13. Labels; who cares?</p> <p>14. I feel it is possible to be both a Focus School and a Proficient school because in fact they are just that.</p> <p>15. Have never had a statistically sound way of testing kids.</p> <p>16. We feel that Distinguished students should count more than 1 pt.; Proficient 1 pt.; Distinguished 1.5 pts.</p> <p>17. Stop ranking us against each other. This is the real cause for this to be the sheet of solutions. We need to work together, not be pitted against each other.</p> <p>18. If the majority of the recommendations are approved, our state and districts will appear to have improved significantly even if the needle on student achievement hasn't moved positively.</p>	<p><b>Updated Response:</b> 1. Multiple changes have been proposed to assessment, accountability, and recognition and assistance regulations. Many of the changes were supported by superintendents at the Superintendents' Summit. Proposed changes include: Early Graduates Exempt from 100-Day Rule, Alternate School Track Back, (Gap) Add Novice Reduction Target, (Growth) Add Categorical Growth Model, Growth Percentage Reduced at Elementary, AMO Calculated on Next Gen. Learners Component Only, Graduation Rate Increased to 80%, Focus Calculation includes two years of data, Replace 3rd Standard Deviation identification with 5% lowest model, and School of Distinction cannot have Focus label. 2. Discussed with stakeholders and the Kentucky Board of Education. No change to high school weights was made. 3. Student Growth Percentile method remains 50% of Growth. Categorical Growth Model (i.e., moving upward from Novice to Distinguished) was added for 50% of Growth. 4. Discussed with stakeholders; no change made to 100% cap for reporting accountability components. 5-6. Kentucky has a unique contract extension to administer ACT EXPLORE and ACT PLAN a final time in fall 2015. From a psychometric view, these assessment can be given at any time in the year. The norms applied are adjusted for the time of the year the test is given. So, there is no penalty for giving a test early in the year as the norms are adjusted to the timeframe for administration. 7. The accountability system has a bonus for distinguished students if a school/district has more distinguished than novice students. 8. Future change will be necessary because ACT PLAN will not be available after fall 2015. 9. Recent feedback from superintendents and DACS indicates a desire to maintain a locked Percentile to Overall Score as promised in the original model. KDE has completed a data review and determined that the accountability system can use the 2013 Locked Percentile Tables (with the removal of science scores) for both the 2015 and 2016 years. This means the system can work with a locked score for the next two years. KDE will re-run the benchmark data tables and send them out to districts. The Office of Assessment and Accountability (OAA) will work with DACs to clarify this change. 10. Kentucky is reporting the adjusted five-year cohort rate. 11. EXPLORE and PLAN will not be available after fall 2015. 12. The state regulations require Needs Improvement, Proficient and Distinguished. The federal waiver process requires additional designations. 14. Both labels may happen and both are reported. 15-18. The accountability system has a bonus for distinguished students if a school/district has more distinguished than novice students.</p>

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Accountability (Cont'd)	<p><b>19.</b> Arbitrary assignment of cut scores/labels by KDE based on whatever percent is chosen to receive certain distinctions. This fosters competition and creates a no win situation with a certain percent of districts/schools always being labeled needs improvement or worse; we are being measured by this system in the public's eyes. Eliminate labels completely.</p> <p><b>20.</b> Has there been any discussion about a biennial AMO approach to account for natural ebbs and flows as learning achievement is not linear?</p> <p><b>21.</b> Please do not associate the accountability model to poverty. This could be interpreted as expecting less of our poor students.</p> <p><b>22.</b> GAP group; change term from incentive to recognition. 1/2 point for apprentice is good idea.</p> <p><b>23.</b> Do away with the term gap. Change it to learning ladder. Where are our kids on the learning ladder instead of gap?</p> <p><b>24.</b> The accountability model has deviated drastically from how it was originally presented to us. Unrealistic in some areas, especially growth.</p> <p><b>25.</b> Don't adjust overall score for high percent Gap groups; provide more support (money) to their schools. Example: Schools with high GAP get funding for all-day K and preschool.</p> <p><b>26.</b> Need good CCR benchmark assessment that can be used statewide.</p>	<p><b>Updated Response: 19-23. The accountability system has a bonus for distinguished students if a school/district has more distinguished than novice students. 24-25. The accountability system has a bonus for distinguished students if a school/district has more distinguished than novice students. 26. The accountability system has a bonus for distinguished students if a school/district has more distinguished than novice students.</b></p>
Accountability	New performance tasks for all science courses? Regardless of content specific? Will biology EOC go away?	<p><b>Updated Response: KDE contracted with WestEd to assist with the design of a system of new science assessments that meet the Kentucky Core Academic Standards (KCAS) based solely on the Next Generation Science Standards (NGSS). WestEd is in the process of meeting with teachers in the Instructional Support Network to think through issues, provide guidance on the most appropriate test designs to use, and develop an assessment framework and item/test specifications that will guide item development and assessment implementation in the future for elementary and middle school. WestEd's work with Kentucky teachers will inform conversations about EOC Biology and a future plan for a science test at the high school level.</b></p>
Accountability	FMD should not count against GRE for high schools.	<p><b>Updated Response: In the graduation statistic, alternative students (1%) cannot earn a diploma that counts toward the graduation rate of a school. This is a federal issue and educators are encouraged to reach out to federal contacts on this matter.</b></p>
Accountability	FMD no penalty for these students.	<p>In the graduation statistic, alternative students (1%) cannot earn a diploma that counts toward the graduation rate of a school. This is a federal issue and you are encouraged to reach out to federal contacts to help.</p>

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Accountability	How was AMO set?	Unlike past goals set in Kentucky, the current AMO was developed using a real set of K-PREP data from Kentucky schools. This is important because it allows a very realistic goal to be set. The AMO is set by finding the standard deviation of the first set of data from the accountability system. The logic was that if a school grew by 33% of a standard deviation in five years, this was a very good and realistic goal. Each annual AMO is set by finding the standard deviation and multiplying by 1/7. By growing 1/7 of a standard deviation in a five-year period, the school moves up approximately 33% of a standard deviation (actual is 35%). National experts have said that test scores moving at that pace are making very good and realistic progress.
Accountability	Due to KY outsourcing components of assessments to vendors, do you envision that same approach with the presented performance-based assessment model or will it be developed by KY for KY?	The most likely course of action will be some combination of Kentucky teachers helping a vendor in developing performance tasks. Performance assessments will need to have Kentucky teacher input in order to make sure the summative and formative testing models are in sync with each other.
Accountability	If no clean track back to a district, will the students be coded back to state? (alternative )	Yes.
Accountability	Why can't track back for alternative placement go back to the previous school/district or state if the student is directly placed from another district?	<b>Updated Response: Actually, the track back does go back to the sending district if the student was enrolled for 100 days. The only students given to a school or district must be students who have spent at least 100 days in the school or district. If a student has not spent 100 days in a school or district the accountability does flow to the state.</b>
Accountability	Are there different levels of alternative schools? A1?	<b>Updated Response: Yes, the alternative schools range from an A2 to A6 level. A5 and A6 are the main alternative settings. A5 are district/school operated alternatives and A6 schools are state agency schools. A6 schools are accountable to the state while A5 schools may or may not be accountable to the local school or district depending on the 100 day rule.</b>
Accountability	Can we give EXPLORE and PLAN later in the year?	<b>Updated Response: EXPLORE and PLAN from a psychometric view can be given at any time in the year. The norms applied are adjusted for the time of the year the test is given. So, there is no penalty for giving a test early in the year as the norms are adjusted to students who took the test in the beginning of the year. The main reason EXPLORE/PLAN was set in September was to provide time for schools to get the Fall reports and work with students before they left the school. The secondary reason was to try to relieve some testing pressure and times in the spring window. EXPLORE/PLAN are being phased out and the new testing schedule will open for discussion.</b>

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PGES/Teachscape certifications	Build the Teachscape framework into the university (prep schools) as part of initial requirements for being certified as a building principal.	Conversations are occurring with university partners to incorporate observer certification into preparation programs.
PGES	Why couldn't we just use Charlotte Danielson's original framework (remove student growth)?	Student growth has been removed from the Framework. However, it is required by the USED to be included in the effectiveness system. See the following link: <a href="http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf">http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf</a> .
PGES	Growth score at all levels should be based on district not peer groups.	Student growth percentile is the growth model Kentucky is using. This issue is being discussed as part of the assessment feedback sessions.
PGES/Teachscape certifications	Money going to Teachscape for calibration are valuable dollars that could be much better spent elsewhere.	In order to ensure reliability and validity of observations, it is important to calibrate through the state-approved system, which is currently Teachscape.
Program Reviews	Does an audit of Program Reviews exist? If so, what does it look like? Please explain.	<b>Updated Response: Currently, KDE will be using the Program Review Audit process with schools based on the correlation between student achievement and scores assigned by the school team. The audits will begin the end of February. The audit procedures can be found at:</b> <a href="http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx">http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx</a> .
PGES	Unrealistic expectations; expect a very high turnover of our quality principals due to burnout and inability to fulfill the demands of the job. For example, if PGES system is done the right way, there is no way for principals to manage a large school and keep up with the timelines, observations, feedback and conferencing involved with the PGES system. There is/was little to no flexibility in the CEP districts must adopt.	<b>Updated Response: KDE is aware of the time requirements for PGES. It is highly recommended that school and district leadership review current promising practices that can be incorporated with the requirements of PGES. Many of the components can be completed through the use of PLCs and teacher leaders. The PGES regulation also has been opened to include other required components and the EDS requirements are being suggested to change to increase flexibility for districts.</b>
PGES	When CIITS was deployed, dollars followed for coaches. Would be good to have similar support for PGES.	<b>Each region has been assigned a Professional Growth and Effectiveness Coach. The district may select district coaches to support implementation.</b>
PGES	If PGES is close to the right way, there is no time for principals to complete this correctly; requires too much time. Very little flexibility in the CEP districts must adopt.	<b>Updated Response: KDE is aware of the time requirements for PGES. It is highly recommended that school and district leadership review current promising practices that can be incorporated with the requirements of PGES. Many of the components can be completed through the use of PLCs and teacher leaders. The CEP model provides districts flexibility with the structure and sources of evidence. The PGES regulation also has been opened to include other components and the EDS requirements are being suggested to change to increase flexibility for districts.</b>

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PGES	Like the concept of growth/gap but model is flawed. What is the statistical model that will be used?	A number of suggestions were submitted by individual superintendents concerning the accountability system. Many of the suggestions were part of the collection of suggestions compiled over the summer. As a reminder, 20 suggested changes were reviewed by the Kentucky Board of Education at the October meeting. From that meeting will come direction from the board on which suggestions to pursue for regulation changes. We appreciate all the interest and ideas that came forth over the summer and during the Summit.
PGES	"It's not a gotcha, it's a grow ya." I agree! However, TPGES is part of the accountability system. We are told it is an effectiveness system, yet it is really evaluation due to the fact we are accountable. So, you have 15% of your tenured teachers not performing proficiently; no way to cancel their contract and still have 10+ years in your district and counting against your accountability.	<b>Updated Response: The exact measures and weights for accountability are currently being determined and input from SCAAC will help to provide recommendations. However, we will not use effectiveness data results as the sole measure for accountability.</b>
PGES	One of the greatest concerns is that all the benefits of the PGES system will be lost when we add this to the accountability system. My question (my fear) is that we will see inflation of scores. Won't it be like the portfolio scoring? Wouldn't it be better to account for teacher quality much like we do Program Reviews, giving districts points for having a high-quality PGES system that moves teachers toward higher learning?	<b>Updated Response: The exact measures and weights for accountability are currently being determined and input from SCAAC will help to provide recommendations. However, we will not use effectiveness data results as the sole measure for accountability.</b>
Supt. Evaluation	What is the status of the KSBA SPGES document?	<b>Updated Response: All locally-developed tools that were submitted have been reviewed and returned to the districts for further development. To date, no locally-developed tools have been resubmitted or approved.</b>
Supt. Evaluation	On the evaluation, the two lowest scores/evaluations of the superintendent summative should be tossed.	The Superintendent PGES ILP document and the rubric stresses a non-numerical measurement process. KDE is working with KSBA on collaboration in board member training.
Supt. Evaluation	Back off of the oversight tracking systems/color coded maps/requiring superintendents to report in ASSIST. We know to have conversations with our board.	<b>Updated Response: The requirement to upload Superintendent Assurances into ASSIST will no longer be required as of 2015-16 school year. The SPGES process includes all of the topics related to Superintendent Assurances. The current expectation is for conversations to occur in an open board meeting on student achievement results, budget and support and facilities and support on an ongoing basis.</b>
Support	Legislature stop playing politics. KDE knows we continue to keep getting mandates handed down without full funding but continues to support legislature. Need KDE to stand for districts.	KDE looks forward to ever-increasing dialogue with superintendents and professional organizations that support them on all future legislative action. Working together, we are indeed stronger.
Agenda for Summit	PGES discussion should have been first thing in the morning. Too important to put at end of the day.	KDE will review feedback and consider all of these suggestions in next year's agenda planning.

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October 1 deadline	Unrealistic expectations - expecting districts to receive test scores and generate a report to the board by Oct. 1st; timeline is not realistic.	With the release of School Report Cards at the end of September and an October 1 deadline for setting KRS 158.649 Gap targets in ASSIST, we realize it is a quick turnaround. Our belief is that schools and SBDM Councils can use EXPLORE, PLAN, ACT and your own formative data on which you made student placement decisions to help you know if the targets for gap and proficiency in the current report card are good targets. So, you could already go ahead and use those targets to meet your October 1 deadline. And, after you have your NEW report card, you could change those targets after October 1 if your council so desires. Councils are instrumental in assuring that the targets and the work being done in the schools are aligned. The information in ASSIST can continuously change if you want to set higher targets and certainly if you have strategy changes you wish to make over the course of the fall as you address student needs.
Focus Schools/accountability	How will KDE handle Focus Schools identified for science gaps in light of the changes in the science assessment?	When science is removed from the system, there will need to be adjustments to the Overall Score as well as Focus Schools. In the past, KDE has followed a hold-harmless policy that doesn't penalize a school for missing or deleted data. If a school was in the Focus category strictly because of science scores, then the school would exit the Focus category because the science scores no longer exist.
CIITS/PD 360	Rumor that CIITS and or PD 360 costs will be moved to districts next year.	<b>Updated Response: Both CIITS and PD 360 are currently deployed at a state level; however, KDE is currently in the process of gathering feedback from multiple advisory groups about multiple technology tools in order to determine whether such tools have value and should continue as statewide initiatives.</b>
Webinar Questions	Webinar Questions - The questions posed get responses which in many cases are what KDE wants to hear. These need to have more options.	We appreciate all feedback on better ways to provide support.

\*Updated Responses in blue font.